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SOME FACTS

CONCERNING

The Teacher's Preparation for His Work.

ISSUED BY

The Department of Education,

J. J. DOYNE, *State Superintendent*,

Little Rock, Arkansas.

CENTRAL PRINTING COMPANY
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The Teacher's Preparation for His Work.

FOREWORD.

If the history of other States shall be taken as a criterion, it must be concluded that the best results flowing from the work in the schools of all classes have been secured in the States where those trained in the methods involved in this most difficult of all processes, the leading out, directing, conserving, and utilizing the various mental faculties, have been in charge of the work.

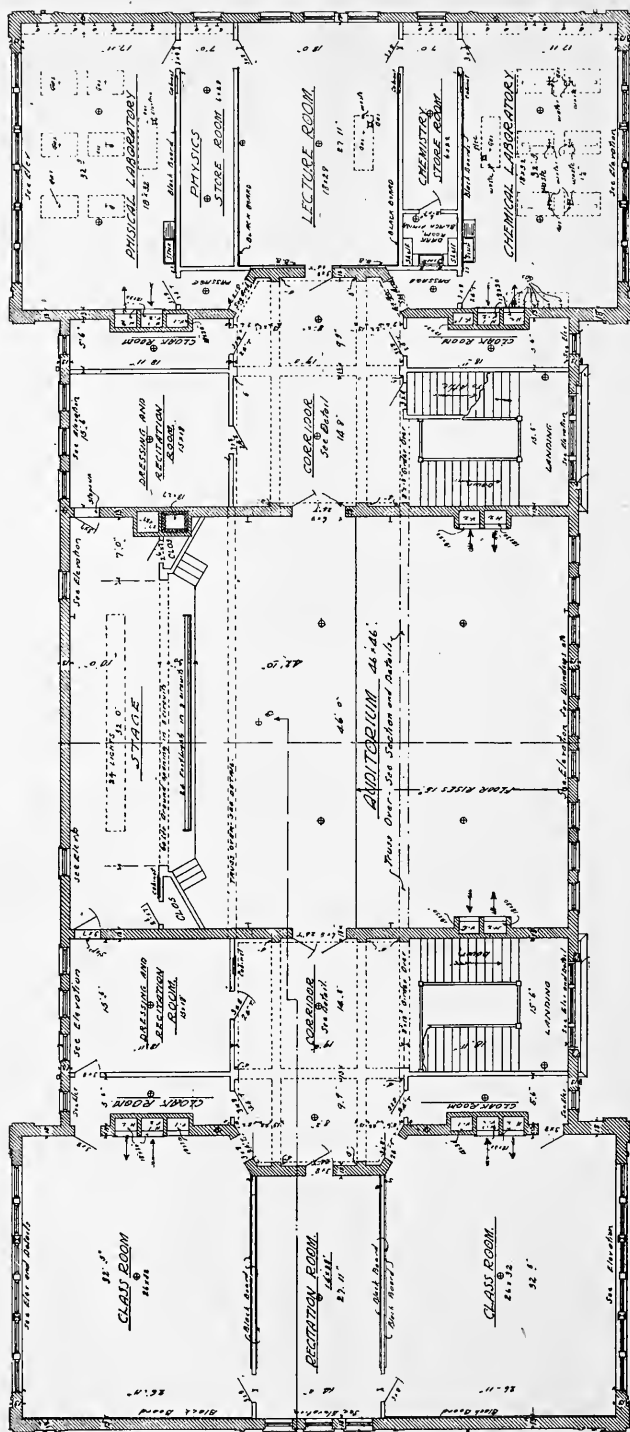
THE UNTRAINED TEACHER.

Too many young people take up the work of teaching with but vague conception of the great principles involved in mind training. It is granted that, in many cases, knowledge of the subject matter to be taught is not lacking. It may also be granted that those young people have had the advantage of the very highest order of instruction themselves. But the fact that one has been well taught, by no means makes him, as a result, a good teacher. The fact that one has a vast fund of learning does not necessarily equip him for the duties of an instructor. If the "pouring in" process is alone to be considered, he may be able to do this work. But this is often the most hurtful form that so-called teaching may take. The normal child is possessed inherently of certain faculties. The training of these faculties after an orderly method, the presenting of material from the text-book or other sources, so that it shall not clog or stultify the development of these faculties, so that no one shall be urged

into undue activity to the detriment of the others, is of much greater importance than many seem to think; and, without a study of the underlying principles at the foundation of all rightly directed instruction, no teacher can hope to secure the best results from his work. True the teacher may follow, in the main, the line of teaching pursued by his instructor, but this is at best but a feeble imitation, with a chance of failure, in most instances, from the fact that he can assign to himself and to others no well-defined reason for his methods.

EFFECTIVE TEACHING.

If the text book instruction were alone to be considered, there might be some reasonable hope that even the teacher without special training would make a success; but this is the least important part of the teacher's work. The pupils who face the teacher day after day as pupils are to become the men and women of active, busy, exacting life in a few years. The knowledge obtained in the school must be so assimilated as to be of use to them when occasion demands its exercise. Physical development comes as a result from the exercise of the various parts of the human organism; mental development can be secured only in the well-ordered exercise of the intellectual faculties. It must be conceded that in most of the work done by the young teacher who has given no special study to pedagogical laws the memory is by far the most respected faculty, and but scant occasion is offered to the others for their share of attention. Thus many a pupil can answer glibly questions of varied character in almost any subject embraced in the average school curriculum, while entirely unable to master even in its simplest details work that calls for original investigation and make clear statement of results in his own phraseology. Take them out of the realm of text-book, or the oftentimes too ready assistance of the teacher, and they are at sea without chart or compass. Yet, if the school is to serve its highest end, it must render the pupil more and more independent, alert, conscious of his own powers and eager to exercise them.



Second Floor Plan
Arkansas State Normal School.

UNSATISFACTORY RESULTS.

That the teacher who has given no study to this phase of the work can bring about such results is as unreasonable as it is unusual. Small wonder is it, then, that we find so many children unwilling to continue year after year in the schools, when they can see no good results as an outcome from attendance. Small wonder is it that some teachers must be ever seeking new fields in which to repeat their haphazard performance. Small wonder is it that a utilitarian public, taxed to support her school interests, is inclined to inveigh against the meager results in the way of intelligent, resourceful, purposeful youth seen in those who pass from the schoolroom to the varying activities of present day life.

LACK OF PROFESSIONAL TRAINING IN ARKANSAS.

A careful study of the professional qualifications of the teachers of Arkansas reveals the fact that a very small percentage of them have had any special training for the great work in which they are engaged. True it is that many of them, by attendance at teachers' associations and institutes, by reading courses, and by an earnest endeavor to take advantage of all opportunities for improvement, have been able to place themselves in position to do most satisfactory work, and they are today entitled to recognition in the ranks of our very best instructors. To their skill, earnestness, and progressive spirit the State owes its present advancement in educational affairs, and from their schools, either in city or rural districts, have gone forth many whose work and worth have added luster to the vocation to which they have devoted their time and talents.

EXPERIENCE A DEAR TEACHER.

It took work—hard, persistent, continuous work—to accomplish this, and too much credit cannot be given to those who have thus earned the right to place and preferment. Think what energies have been wasted,

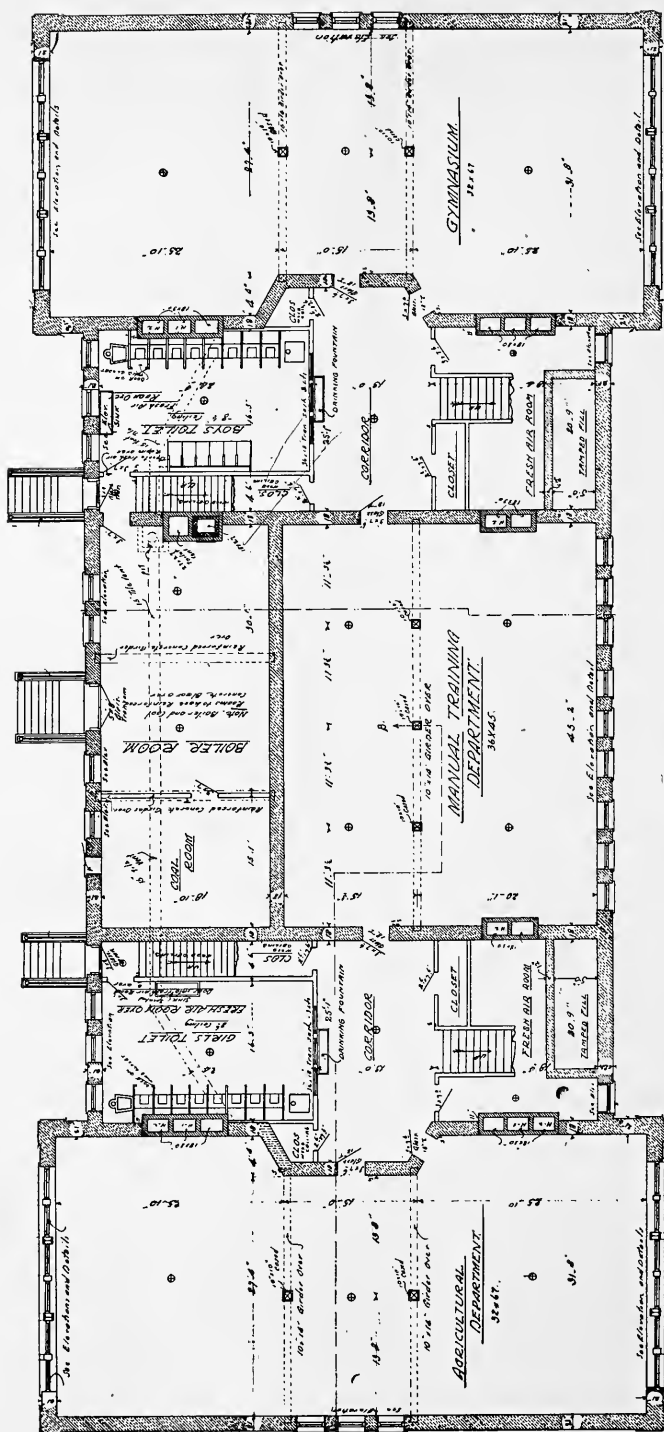
what failures have been endured, what wrongs have been perpetrated on the innocent pupil, what loss of time has been occasioned by the fact that persons without pedagogic training, out of sympathy with the work, looking only at the financial end of it, planning to drop it as soon as something better offers, have been, in many instances, in charge of our schools. Certainly it was necessary that directors put some one in charge of the work, and with the lack of opportunity for securing trained teachers, the only thing left was to take such as were at hand.

THE STATE NORMAL SCHOOL.

Fortunately, circumstances have now changed and another year will see established at Conway a State Normal School, for the training of teachers, specially for the rural schools. It will be the aim of those connected with the institution to train specially in the methods best adapted to the needs and conditions of child-life, while not underestimating the importance of a thorough training in subject-matter.

ITS WORK IN GENERAL.

The school will be in no sense a college, though subjects usually embraced in a college course will be found in its curriculum. Those in attendance may expect to be treated as learners, but lessons of a different sort from those heretofore studied will be stressed. The many may know, but it is given to the few to be able to impart. The many may recognize the vast difference between the unlettered child and the cultured citizen; the few only understand the processes by which the wonderful transformation has been wrought. The many impress the child with the implied right of the teacher to have control over him; the few only arouse in the child the earnest desire to control himself. The many may teach by precept the great moral truths that constitute the sum total of one's duties to himself and to others; the few only by example, rather than by precept, encourage the development of those nobler impulses that expand into the graces which so well adorn the highest types of healthful, hopeful American citizenship.



Foundation Plan
Arkansas State Normal School.

ITS SPECIAL WORK.

It is the peculiar province of the Normal School to promote and to foster correct ideas as to the duties, the privileges, the opportunities and the responsibilities of those who are to engage in the work of training the youth of our land. Three points of view must necessarily be stressed in order that the student of the Normal School may rightly appreciate the calling to which he, for a time at least, will devote his talents and his energies.

First. A knowledge of the subject to be taught.

Second. A knowledge of the laws governing mind growth and discipline.

Third. A knowledge of the results likely to be attained as a natural sequence from the instruction given.

CONDITIONS OF ADMISSION.

Under the provisions of the Normal School law, the Board is authorized to arrange a course of study, decide as to terms of admission of those who may not be the regular appointees of the county examiners, and to take general control of the Normal School interests.

In order that it may be known just what provisions are made in general for admission, the following information is taken from the law:

1. Tuition free to citizens of the State only.
2. Pupils must be not less than sixteen years of age, in good health, of good moral character, and must have completed the work outlined in the graded course of study prescribed for the common schools of the State.
3. Pupils must sign an agreement to teach for a period of two years in the State after graduation.

GRADUATES.

Full graduates of the school are entitled to a diploma, granting them the privilege of teaching anywhere in the State for a period of six years. At the expiration of this time, such diplomas may, upon proper showing, be converted into a life license.

EXPENSE OF ATTENDING.

As to expense it may be said that the citizens of Conway will be able to provide for board and lodging for Normal School students at very reasonable rates. Conway has two large colleges now established there, and many of the pupils from these institutions board in private families. The law provides for an incidental fee of \$5.00 and a library fee of \$3.00, which must be paid on admission to the school; these are the only expenses incident to attendance.

WHO MAY ATTEND.

As to admission, it is provided that each county in the State shall be entitled to one scholarship for every twenty white teachers in the county, as shown by the latest report to the State Superintendent, appointment to be made by the County Examiner. Should any county fail to have its full representation present within ten days after the opening of the school for the fall term, the Board of Trustees has power to make other appointments in order of application, subject to the approval of the examiner of the county from which the application may come. The Board of Trustees shall determine as to the terms of admission of all others.

LOCATION OF SCHOOL.

Conway is eminently suitable for the location of such an institution, being near the center of the State, easy of access—only thirty miles from the State capital—having three daily trains each way. The health record of the town is of the very best character. The moral and religious tone of the community is of the highest order, and the educational spirit unexcelled. Despite the fact that the citizens had already given more than one hundred thousand dollars towards the establishment of two other schools, they have contributed in this instance nearly sixty thousand dollars, besides donating a tract of eighty acres of land.

SCHOOL BUILDING.

The first building to be erected will cost complete over fifty thousand dollars, and in arrangement and equipment will furnish the very best advantages to those who may be in attendance. That you may have some idea as to its size and general appearance, cuts, showing the front elevation and floor plans are found herein.

THE FACULTY.

Who shall compose the faculty is a question yet to be determined by the Board of Trustees. Certainly an effort will be made to put the work in charge of those whose training and experience will enable them to reflect credit upon the school and to secure for it the patronage to which it is justly entitled. Too long has the State been waiting for the opportunity to secure well-equipped teachers for our schools for anything to be left undone toward making it a success.

DEMAND FOR BETTER TEACHERS.

The increasing demand for better teachers and the willingness on the part of directors to pay better salaries in order to secure them augurs well for the future of our schools. No less does it indicate that the teacher who fails to see what this portends for him, should he fail to seek to improve his professional standing, will soon find himself in the ranks of the undesirable.

MARKS OF PROGRESS.

The year just past has shown marked increase in interest in every department of school work. The standard of requirements for teachers has been raised, the salaries have been increased, better houses have been built, directors have organized, the length of school term has been extended, most of the examiners have been active in institute and associational work. The day of better things is dawning. With the opening of our Normal School next September will begin

an era of advancement toward efficiency in the preparation of those who are to train the young minds of our State for the active, absorbing, exalted privileges of American citizenship unparalleled in the history of the State.

PERSONAL.

Your interest in extending this work, in encouraging attendance at the Normal, in arousing the patrons and directors of the school to the value of the work done by trained instructors is earnestly requested. No patriotic citizen, realizing the present day demands for the highest order of cultured intellect in all lines of activity, can afford to be indifferent in a matter of such vital concern.



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